



The Relationships Between Social Justice Leadership and Organizational Commitment

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Abstract

This research aims to examine the relationship between social justice leadership and organizational commitment, and it is a quantitative survey-correlation study. The statistical population consisted of teachers from the third district of Kabul city, from which 405 teachers were randomly selected as the sample. The data collection instrument was a questionnaire with a Cronbach's alpha value of 0.86. The data was analyzed using the SPSS software version 25, employing descriptive and inferential statistics. The Mann-Whitney, Kruskal-Wallis, Spearman, and multiple linear regression tests were applied to test the hypotheses. The most important findings indicated a positive and significant correlation between social justice leadership and organizational commitment and that social justice leadership can also affect teachers' organizational commitment. This research demonstrates how leadership based on social justice can enhance organizational commitment, thereby improving teachers' productivity and job satisfaction.

Keywords: Leadership; Justice; Social justice leadership; Organizational commitment; Teachers

بررسی رابطه بین رهبری عدالت اجتماعی و تعهدسازمانی

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چکیده

این تحقیق که به هدف بررسی رابطه بین رهبری عدالت اجتماعی و تعهدسازمانی صورت گرفته یک تحقیق کمی از نوع پیمایشی-همبستگی می باشد. جامعه آماری معلمان ناحیه ی سوم شهر کابل بود که ۴۰۵ معلم به عنوان نمونه با روش تصادفی انتخاب شدند. ابزار جمع آوری اطلاعات پرسشنامه بسته پاسخ بود که مقدار آلفای کرون باخ آن $(\alpha=0.86)$ به دست آمده است. برای تجزیه و تحلیل داده ها از نرم افزار SPSS 25 و از دو روش آمار توصیفی و استنباطی و برای آزمایش فرضیه ها از آزمون های من ویتنی، کروسکال والیس، سپرمن و رگرسیون خطی چندگانه استفاده شده است. مهم ترین یافته ها نشان داد که همبستگی مثبت و معنادار بین رهبری عدالت سازمانی و تعهدسازمانی وجود دارد و هم چنان رهبری عدالت اجتماعی می تواند بر تعهدسازمانی معلمان تأثیر داشته باشد. این تحقیق نشان می دهد چگونه رهبری مبتنی بر عدالت اجتماعی می تواند تعهد سازمانی را افزایش دهد، که این امر به بهبود بهره وری و رضایت شغلی معلمان کمک می کند.

اصطلاحات کلیدی: رهبری؛ عدالت؛ رهبری عدالت اجتماعی؛ تعهدسازمانی؛ معلمان

Introduction

Modern organizations are integral parts of society, and achieving justice within them is synonymous with achieving justice at the societal level. Justice, like other human needs, is a prominent and essential requirement. Justice processes play a significant role in organizations, shaping human resources' and employees' attitudes and commitments, ultimately influencing the organization's success. Hence, to boost morale, job satisfaction, and organizational commitment among employees, attention must be paid to addressing their needs in the workplace environment. Only leaders and managers can facilitate fulfilling the higher-order needs of employees under their supervision, thereby establishing social justice within the organization and creating a suitable psychological atmosphere within the organizational space (Abbasszadeh, 2002).

Globalization has gradually forced countries' social structures to diverge more and more, highlighting the need for new strategies to be used to education administration and instruction (Falk, 2003; White & Cooper, 2014). As a result, nations are required to put in place educational policies with the goal of eradicating any potential injustices and inequities. According to Shishman (2006), educational policy ought to be grounded in principles of equity, solidarity, and justice.

Committed, loyal, value-aligned, and goal-oriented employees with solid motivation, inclination, and commitment to organizational membership are essential. Such individuals go beyond their assigned and routine duties, increasing organizational performance and employee morale and better manifesting lofty goals, leading to improved organizational productivity (Eberlin & B Charles, 2005).

Retaining committed employees to the organization is a top priority for many contemporary educational organizations, especially during crises and challenging times. Educational organizations that succeed in this regard have the necessary capacity to compete in the future, as organizational commitment affects the effectiveness of academic activities (Bagheri and Tolayi, 2008).

Commitment is synonymous with several concepts: conscience, work ethic, excitement, and responsibility. Their organizational commitment attitude demonstrates employee commitment to the company. It is an

ongoing process that communicates people's awareness of organizational choices, their care for the organization, and their interest in the organization's prosperity and well-being (Henifar et al., 2009).

Modi (1998) defines organizational commitment as comprising three major characteristics. The three primary characteristics of organizational commitment are as follows:

- 1) A strong belief in the organization and acceptance of its values and goals,
- 2) A willingness to show considerable effort for the organization and
- 3) A person's multifaceted psychological and emotional condition, known as organizational commitment, establishes their relationship with the organization and dictates how long they will stick with it.

In other words, people's relationship with the organization can be characterized as organizational commitment. Three things determine this bond: a strong desire to stay in the organization (normative commitment), a strong belief and acceptance of the organization's goals and values (affective commitment), and a strong inclination to work hard for the organization (continuous commitment) (Saatchiyan et al., 2013).

One factor contributing to organizational commitment among employees is justice. Justice, a fundamental need for human collective life, has been a prominent concept throughout history. Justice implies the observance of equality in equal entitlements. Justice, as one of humanity's magnificent and inseparable legacies, has been a major concern for humans. Historical studies show that all human beings have always talked about justice and praised it as a beautiful and sacred word. The oppressors of history have always claimed to be spreading justice, and the oppressed have lost their lives in the pursuit of justice (Habibi and Saki, 2013, p. 58).

The ideal of justice is so widespread and universal that it can be said that human beings have a sense of justice and it is, therefore, considered an innate desire (Arabi, 2018, p. 1). However, when it comes to justice, there is still much disagreement among philosophers, economists, and sociologists about what should be called justice (Ahmadi and Fiyaz-Kaziani, 2017, p. 23).

The most comprehensive definition of justice to date is attributed to Rawls. He says justice is "the equality of all persons and the maximization of benefits for the least advantaged individuals and the creation of fair conditions for all individuals to access the resources available in society and take advantage of opportunities" (Rawls, 2003, p. 228). Social justice is defined as creating conditions for everyone in a uniform manner and removing obstacles for everyone in a uniform manner. Social justice, in terms of implementation and action, is the responsibility of governments. Social justice involves treating each member of society in a manner that is deserved and placing them in an appropriate position. In other words, social justice is characterized by respecting the rights of others, adhering to public interests, and recognizing natural and contractual rights that society establishes for all its members. This includes the division of labor and payment of wages to workers based on their performance, providing services, and meeting social needs that individuals are entitled to preserve their survival, facilitate career advancement, and achieve personal happiness (Ahmadi, 2022).

The basis of social justice leadership is an approach that identifies current activities as appropriate or inappropriate and takes action to change the latter (Rivera-McCutchen, 2014). Researchers have recently become interested in the steps taken by school administrators in pursuing social justice, especially considering that social justice has become increasingly important in the field of educational sciences since the mid-1900s (Bozkurt, 2017). It can be said that most research on leadership and educational administration focuses on the characteristics, forms, scope, and context of leadership (Yukl, 2010). On the other hand, social justice leadership has gained attention in response to criticisms that the social aspect of leadership has been neglected. The belief that schools are the first step towards developing ideals such as solidarity, equality, and justice has also increased interest in social justice leadership.

Individuals traditionally discriminated against in academic settings, including women and homosexuals. In his research on social justice leadership theory, Theoharis (2007) defined educational leaders as visionaries who eliminate problems based on inequalities in sexual orientation, gender, racism, class, and other historically marginalizing

characteristics. Brooks et al. (2007) emphasized that social justice leadership is fundamentally a contextual and temporal process and described social justice leaders as transformative and critical advocates who help social actors to engage. According to Wasonga (2009), social justice leadership is a leadership style that allows participation in decision-making. This strategy requires strong commitment, collaboration with many social groups, and support for justice-based social change initiatives.

According to the literature review, various dimensions exist for conceptualizing, categorizing, and explaining social justice leadership. Furman (2012) classified the five dimensions of social justice leadership into four categories: personal, interpersonal, social, systemic, and ecological. He put this forward in his study on the social justice leadership framework. Ozdemir & Kutkut (2015) categorized the components of social justice leadership as critical awareness, support, and participation in their scale development study. The study aimed to measure the social justice leadership practices of school administrators. Bozkurt (2017) categorized secondary school administrators' social justice leadership practices into four categories based on teachers' opinions. These elements are distributive justice, participation, stakeholder support, and critical awareness. Bozkurt (2017) suggested that school administrators should strive to ensure that all stakeholders- students, instructors, support staff, and others - benefit from the educational opportunities necessary for an efficient school system. This refers to stakeholder support. He also emphasized that children from low-income socioeconomic backgrounds and those with disabilities should be supported to receive education and encouraged improvements in teacher qualifications. According to Freire (2004), knowing the social, political, and economic constraints and contradictions and the steps that superiors take to resolve them is part of the critical awareness dimension of social justice leadership. Rawls' theory of justice recognized the distributive justice dimension. According to Rawls (1993), distributive justice is the fair distribution of institutional resources, roles, and responsibilities for the common good. Social justice advocates should prioritize participation by parents, educators, other staff, and students in decision-making (Bozkurt, 2017).

According to Adams and Coopeland (2005), school principals should create policies that address the complex interactions between society and the educational process. Research on school-centered businesses is becoming more prevalent (Kundakchi et al., 2016). When leadership practices in schools are examined, it is evident that the social class, gender, and ethnicity of students are not taken into account. School principals could have the impression of being removed from social phenomena and having a narrow range of managerial responsibilities. Bourdieu and Passeron's (1990) theory of cultural reproduction emphasizes the part that schools play in maintaining social inequality. This theory deviates from the traditional mainstream leadership approaches and advocates for a change toward social justice leadership (McCabe & McCarthy, 2005). Zembylas (2010) asserts that social justice is critical because schools serve as mirrors for the community's political, social, and economic landscape.

According to Dantley and Tillman (2010), social justice leaders pinpoint the underlying causes of social injustice and suggest solutions to these problems. Theoharis (2009), on the other hand, contends that school principals deal with unfairness by helping students feel like they belong, supporting their academic success, and facilitating their access to new opportunities. The above activities can impact pupils favorably and strengthen their dedication to the educational establishment.

As posited by Dantley and Tillman (2010), social justice leaders are individuals capable of identifying the underlying causes of social injustice and proposing practical solutions to address these issues. Theoharis (2009) posits that school principals address injustices by fostering a sense of belonging among students, supporting their academic success, and facilitating access to new opportunities. The activities mentioned above have the potential to positively influence students and enhance their commitment to the educational institution.

As Ozdemir and Kutkut (2015) note, social justice leaders prioritize student progress, inclusion, and the development of critical awareness to guarantee students' access to high-quality education. School principals who show that they care about the issues affecting their students, help them feel belonging, encourage diversity and sharing, prohibit discrimination, and draw attention to social injustice will gain the trust of their students. In other

words, principals who make high-quality education accessible will create trust in their communities. Moreover, according to Ozdemir and Pektas (2017), social justice leadership affects trust in the educational environment.

Likewise, Furman (2012) asserts that social justice advocates work to foster a climate of trust in educational institutions. It might be argued that in a school where trust is valued highly, children will be more motivated, committed, and perform better. Daly and Chrispeels (2008) also suggest a favorable correlation between students' performance and a trustworthy environment. Additionally, several research have demonstrated how motivation affects performance (Akman, 2018). It seems as though trust and motivation can be significantly correlated.

Perceptions of inequality affect students' sense of social solidarity, as Chiu (2010) suggests. It has been demonstrated that this phenomenon lowers students' motivation and encourages the formation of bad behaviors. As a result, the effectiveness of educational institutions is reduced. According to Apple (2010), social justice ideas can be used to reduce educational disparities. Furthermore, the researcher argues that educational institutions have conversations about social justice, especially regarding participation, academic success, and school climate. Therefore, it can be argued that social justice can be established at educational institutions by addressing the abovementioned difficulties. Carlisle, Jackson, and George (2006) also emphasize the importance of students' academic and sociocultural growth in this environment. Likewise, social justice advocates should prioritize children's emotional and intellectual growth (Theoharis, 2007).

The school principal bears responsibility for carrying out this development duty (Shields, 2004). According to Theoharis (2007), the inclusive structure of the school will enable underprivileged kids to participate equally in society.

Ozdemir and Kutkut (2015), in a study involving a sample of students, categorized this idea into three groups: inclusion, critical consciousness, and support. In support, school administrators offer all-encompassing assistance to staff and students in various ways. According to Theoharis (2007), principals are responsible for actively supporting their students' intellectual and emotional development. It has also been argued that they should use the existing curriculum to ensure that underprivileged children have access to

high-quality education (McKenzie et al., 2008). Critical consciousness is another important factor. In this case, social justice advocates take an inclusive stance, acknowledging the marginalization of underprivileged groups in society. They understand social injustices and work to increase students' understanding (Brooks & Miles, 2006; McKenzie et al., 2008). Concerning the mainstreaming debate, it is argued that in academic settings, each student should be accepted as they are, their unique characteristics should be seen as assets, and all students should be integrated into society. As a result, it is claimed that children will socialize more easily in diverse classrooms (DeMatthews & Mawhinney, 2014). This strategy will create an inclusive learning environment free from discriminatory practices (Tomul, 2009).

In light of the growing diversity of students and the constraints of high-stakes policy initiatives, social justice has emerged as a pivotal concern for numerous Ontario school principals. In a study conducted by Wang (2016), the primary concerns identified by principals were related to race, class, poverty, gender, special education, and school safety. As these issues are pervasive across the educational sector, it falls primarily on the shoulders of school principals to spearhead and oversee the implementation of change.

This is extremely important for school leaders who see social justice as a core component of their leadership. According to a growing body of leadership research, examining existing social and educational arrangements and taking action to promote school projects and practices that support justice and equity are just some ways educational leaders can act as social justice advocates. These social justice initiatives include recognizing marginalized groups' different situations and creating policies to address inequality (DeMatthews & Mawhinney, 2014). However, research has only partially shed light on social justice leadership's challenges and real-world applications in educational settings (Furman, 2012).

Contemporary conceptions of educational leadership espouse a more expansive interpretation of social justice, encompassing notions of justice, equity, participation, and empowerment. They include democracy, social transformation, inclusiveness, a critical mindset, and moral and ethical concerns. The aforementioned social injustices can be addressed in four ways: by transforming unjust social arrangements, incorporating democratic

participation in decision-making, practicing inclusive behaviors in response to diversity, and incorporating critical awareness into leadership practices. Marshall and Gerstl-Pepin's (2005) five leadership perspectives for social justice advocacy in schools are crucial: pluralist, transformative, moral/ethical, feminist, and spiritual/cultural.

In the modern world, the role of leadership in creating fair and justice-oriented work environments has received increased attention. Leadership is the act or behavior that causes change in a group. Leadership is using strategic and practical influence and power over individuals to create a desire to accomplish tasks to realize organizational goals (Ahmadi, 2012, p. 199).

The implementation of social justice-based leadership, which prioritizes the principles of fairness, equality, and respect for the rights of all organizational members, has the potential to influence organizational commitment significantly. Organizational commitment can be defined as employees' loyalty and dedication to the organization's goals and values. It has been demonstrated that organizational commitment can increase productivity, job satisfaction, and lower turnover rates. Nevertheless, there is a lack of research examining the influence of social justice leadership on organizational commitment in diverse societies, including Afghanistan. This is particularly relevant in the context of education, which plays a pivotal role in the social and economic advancement of the country (Ozdemir & Pektas, 2017).

This study examines the relationship between social justice leadership and teachers' organizational commitment in the third district of Kabul City. Teachers are instrumental in achieving educational and training objectives as a fundamental component of the educational system. Consequently, a comprehensive grasp of the interconnection between social justice-oriented leadership and teachers' organizational commitment can enhance the educational system's working environment and efficacy. This study aims to elucidate the relationship between social justice leadership and teachers' organizational commitment and propose practical solutions to enhance organizational commitment among teachers through the application of scientific methods and data analysis.

The primary objective of this research is to examine the relationship between social justice leadership and organizational commitment in educational institutions. To achieve this objective, the following hypotheses are tested:

1. Gender affects how teachers perceive social justice leadership.
2. Teaching experience influences teachers' perceptions of social justice leadership.
3. Teachers' educational background affects their views on social justice leadership.
4. The instructors' tenure at their current institution influences their perception of social justice leadership.
5. Social justice leadership has an impact on organizational commitment in educational institutions.
6. Social justice leadership is a predictor of organizational commitment in educational institutions.

Research Methods

The research is a quantitative survey-correlational study to examine the relationship between social justice leadership and school organizational commitment. The study is applied in terms of purpose, field-based in terms of location, survey-relational in terms of data collection, and prospective in terms of time.

Given that this study examines the relationship between social justice leadership and organizational commitment in schools, the statistical population in the present study comprises teachers from the third district of Kabul City. A simple random sampling method was employed to determine the sample from the aforementioned statistical population, resulting in the selection of 405 teachers as the sample.

The SPSS software, version 25, was employed for data analysis, along with descriptive and inferential statistical methods. Descriptive methods were used to ascertain community members' frequency and percentage distribution, while inferential methods were utilized to test hypotheses. Non-parametric statistical models were employed to test the hypotheses, specifically the Mann-Whitney U, Kruskal-Wallis H, Spearman's rho, and multiple linear regression tests. Given the lack of complete access to the statistical population and the use of a sample, the formulated hypotheses

were tested at a 5% error level, and the results were generalized to the statistical population.

In the present study, a researcher-made closed-response questionnaire was used to collect primary research data. The questionnaire was organized in two sections: the first section included demographic information of the participants (gender, education level, teaching experience, and duration of service at the school under study), and the second section included 27 closed-ended items. The questionnaire used in this research to collect responses from the selected sample group was designed and organized in a five-option Likert scale format, with scales of (strongly disagree, disagree, neutral, agree, and strongly agree) and the values of these scales were indicated by the numbers (1, 2, 3, 4, and 5).

To determine the content validity or reliability of the questionnaire, the questions were shared with several experts for their feedback, and after necessary revisions, it was approved.

Additionally, to determine the reliability of the questionnaire, after ensuring the validity of the measurement tool, the prepared questionnaire was distributed among the 30 subjects, and after completion, the Cronbach's alpha coefficient was extracted using SPSS software version 25.

Table 1: Cronbach's alpha coefficients

Variable	Cronbach's alpha	Number of questions
Social justice leadership	0.96	9
Support	,93	5
Participation	0.94	4
Organizational commitment	0.67	18
Total	0.86	

1. Demographic Findings

Based on Table (2), it can be stated that out of the total sample population of 405 individuals who participated in the study, 41.7% of individuals were male, and 58.3% of participants were female. The study

found that 72.1% of participants held a 14's degree, while 27.9% held a bachelor's degree.

The study categorized the professional teaching experience of 405 individuals into five groups. Out of the total sample, 4.4% were in the first category for five years and below, 11.1% in the second category for 6 to 10 years, 20.0% in the third category for 11 to 15 years, 25.7% in the fourth category 16 to 20 years, and 38.8% in the fifth category 21 years and above.

The sample population has been categorized based on the current institution's employment duration into five groups. According to the findings, out of a total sample population of 405 individuals, 38.0% had worked for five years and below, 37.0% had worked for 6 to 10 years, 15.1% had worked for 11 to 15 years, 5.7% had worked for 16 to 20 years, and 4.2% had worked for 21 years and above.

Table 2: Demographic Findings

		Frequency	Percent
Gender	Female	236	58,3
	Male	169	41,7
	Total	405	100,0
Educational level	Graduated 14	292	72,1
	Bachelor	113	27,9
	Total	405	100,0
Experience in the teaching profession.	Five years and below	18	4,4
	6-10 years	45	11,1
	11-15 years	81	20,0
	16-20 years	104	25,7
	21 years and above	157	38,8
	Total	405	100,0
Duration of service in the current school	Five years and below	154	38,0
	6-10 years	150	37,0
	11-15 years	61	15,1
	16-20 years	23	5,7
	21 years and above	17	4,2
	Total	405	100,0

Table (3) illustrates the population density of the research sample based on educational level and gender. Notably, out of the total research sample population, there were 169 male individuals, among whom 116 had a 14's degree and 53 held a bachelor's degree. Additionally, there were 236 female individuals, with 176 having a 14's degree and 60 holding a bachelor's degree.

Table 3: Population density of the research sample based on education level and gender

		Educational level				Total
		Graduated 14		Bachelor		
		Frequency	Percent	Frequency	Percent	
Gender	Female	176	74.6%	60	25.4%	236
	Male	116	68.6%	53	31.4%	169
	Total	292	72.1%	113	27.9%	405

2. Correlation Findings

The mean score for the male group is 35.88, while the mean score for the female group is 35.00, according to the statistics in Table (4). The male group's mean score is greater than the female group's, suggesting that female teachers view social justice leadership more favorably than male instructors. However, the significance level (Sig) in the Mann-Whitney U and Wilcoxon tests must be consulted to determine whether a significant difference exists. The test findings show that the significance level (Sig) is higher than 0.05, at 0.123. Thus, the hypothesis that there is no statistically significant difference between male and female teachers' perceptions of social justice leadership can be made.

Table 4: Comparison of teachers' understanding of social justice leadership based on gender

		Social justice leadership	
Gender	Mean	N	Std. Deviation
Female	35,00	236	8,225
Male	35,88	169	8,705
Total	35,37	405	8,429

Mann-Whitney U	18159,500
Wilcoxon W	46125,500
Z	-1,542
Asymp. Sig. (2-tailed)	,123

As illustrated in Table (5), the mean rating of social justice leadership among teachers with a degree of 14 ($M = 35.75$) is marginally higher than the mean rating of social justice leadership among teachers with a bachelor's degree ($M = 34.36$). One should refer to the significance level (Sig) in the Mann-Whitney U and Wilcoxon tests to ascertain whether a significant difference exists. The results indicate a significance level (Sig) of 0.550, more significant than 0.05. Thus, this difference is not statistically significant, indicating that the perception of social justice leadership among teachers with a degree of 14 is not significantly different from that of teachers with a bachelor's degree.

Table 5: Comparison of teachers' understanding of social justice leadership based on educational level

Educational level	Social justice leadership		
	Mean	N	Std. Deviation
Graduated 14	35,75	292	7,865
Bachelor's	34,36	113	9,703
Total	35,37	405	8,429
Mann-Whitney U			15869,500
Wilcoxon W			22310,500
Z			-,598
Asymp. Sig. (2-tailed)			,550

As indicated in Table (6), the results of the Kruskal-Wallis H test suggest that the mean score of social justice leadership perception among teachers with less than five years of experience in the teaching profession is 31.94. For teachers with six to ten years of experience, the mean score is 35.40. For those with eleven to fifteen years of experience, the mean score is 37.38. For teachers with sixteen to twenty years of experience, the mean score is 33.83. For teachers with more than twenty-one years of experience in the teaching profession, the mean score is 35.73. Given that the p-value in the Kruskal-Wallis H test is 0.014, it can be stated statistically that there is a significant difference in the mean perception of social justice leadership among teachers with varying experience levels in the teaching profession. In other words, the perception of social justice leadership varies based on the length of experience in the teaching profession.

Table 6: Comparison of the average perception of social justice leadership among teachers based on their experience in the teaching profession

Social justice leadership		
Experience in the teaching profession.	N	Mean
Five years and below	18	31,94
6-10 years	45	35,40
11-15 years	81	37,38
16-20 years	104	33,83
21 years and above	157	35,73
Total	405	35,37
Kruskal-Wallis H		12,378
Df		4
Asymp. Sig.		,015

As evidenced in Table (7), the results of the Kruskal-Wallis H test indicate that the mean score for the perception of social justice leadership among teachers with less than five years of tenure in the current institution is 34.83. The mean score for teachers with six to ten years of tenure is 35.99; for those with eleven to fifteen years, it is 34.36; for teachers with sixteen to twenty years, it is 35.30; and for those with more than twenty-one years of tenure in the current institution, it is 35.37. Given that the p-value for the Kruskal-Wallis H test is 0.260, it can be concluded that there is no statistically significant difference in the mean perception of social justice leadership among teachers with varying durations of service at their current school. In other words, the perception of social justice leadership does not differ significantly based on the current school's service duration.

Table 7: Comparison of the mean perception of social justice leadership among teachers based on their Duration of service in the current school

Social justice leadership		
Duration of service in the current school	N	Mean
Five years and below	154	34,83
6-10 years	150	35,99
11-15 years	61	34,36
16-20 years	23	35,30
21 years and above	17	38,41
Total	405	35,37
Kruskal-Wallis H		5,278
Df		4
Asymp. Sig.		,260

Based on Table (8), the test results indicate a statistically significant correlation between social justice leadership and organizational commitment, with a correlation coefficient of $R=0.456$ at a significance level of $p=0.000$. This suggests a meaningful and moderately positive correlation between the two variables, social justice leadership and organizational commitment.

Table 8: the results of the correlation test (Spearman's rho) between social justice leadership and organizational commitment

		Correlations		
			Organizational commitment	Social justice leadership
Spearman's rho	Organizational commitment	Correlation Coefficient	1,000	,456**
		Sig. (2-tailed)	.	,000
		N	405	405
	Social justice leadership	Correlation Coefficient	,456**	1,000
Sig. (2-tailed)		,000	.	
N		405	405	

** . Correlation is significant at the 0.01 level (2-tailed).

Model Summary

The R Square coefficient, $R=0.205$, indicates that 20.5% of teachers' organizational commitment is influenced by their participation and support in school matters, indicating a significant impact on their commitment. The adjusted R-squared value of 0.201 indicates that 20.1% of teachers' organizational commitment can be effectively explained by their participation in school matters and support from school administrators, taking into account the number of predictor variables.

ANOVA

In this study, the F-statistic (F-value) is 51.771, which indicates a strong alignment with the data. The significance level, or probability, is 0.000, less than 0.05. This means that the results are not random and are statistically significant. Therefore, the model is not random, and the results are meaningful

Coefficients

The regression analysis showed that the participation and support variables positively and statistically significantly influence organizational commitment. The standardized coefficients indicate that participation has a more significant impact on teachers' organizational commitment than support. The linear regression model

also revealed that social justice leadership, including involvement and support, can predict and influence teachers' commitment to the organization with high significance ($p < 0.000$). The study suggests that social justice leadership and its components positively and significantly impact teachers' organizational commitment.

Table 9: The result of the multiple linear regression test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,453 ^a	,205	,201	7,198

a. Predictors: (Constant), Social Justice Leadership (participation), Social Justice Leadership (Support)

b. Dependent Variable: Organizational Commitment

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5363,984	2	2681,992	51,771	,000 ^b
	Residual	20825,755	402	51,805		
	Total	26189,738	404			

a. Dependent Variable: Organizational Commitment

b. Predictors: (Constant), Social Justice Leadership (participation), Social Justice Leadership (Support)

Coefficients ^a											
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance	VIF
1 (Constant)	40,906	1,577		25,944	,000						
Social Justice Leadership	Support	,579	,151	,355	3,845	,000	,450	,188	,171	,232	4,308
	Participation	,231	,198	,108	1,170	,243	,419	,058	,052	,232	4,308

a. Dependent Variable: Organizational Commitment

Discussion and Conclusion

A school, or any educational institution, provides a space where students can learn and develop academically, socially, culturally, and psychologically. It plays a vital role in society, as it takes in and produces individuals. The quality of social interactions within the school environment is crucial for a healthy learning experience. Fundamental social interactions within a school involve administrators, teachers, and students. The behavior of school administrators can significantly influence the relationships between teachers and students, thus shaping the social environment within the school (Bagheri & Tolayi, 2008).

The research aimed to analyze the relationship between social justice leadership and organizational commitment from the perspective of 405 teachers. The study found that male teachers have a deeper understanding of social justice leadership than female teachers. However, there was no discernible difference in the perceptions of social justice leadership between male and female teachers. This result contradicts other research suggesting that women often demonstrate higher competencies in social justice and ethical leadership (Northouse, 2018; Eagly & Carli, 2003). According to this research, female leaders often display higher levels of empathy and a propensity for inclusive practices, essential attributes of social justice leadership.

The study's results, which considered the educational level of teachers, indicated that the average understanding of social justice leadership among teachers with a 14-year degree was higher than that among teachers with a bachelor's degree. Nevertheless, this discrepancy was not statistically significant. Previous research, such as that of Darling-Hammond (2000) and Cochran-Smith (2004), indicates that higher educational levels are generally associated with a greater understanding and implementation of social justice principles.

The study's findings show that teachers with varying service backgrounds within the teaching profession have statistically significant differences in their average perceptions of social justice leadership. Put differently, how social justice leadership is perceived depends on the variety of service experiences educators have in the teaching profession. Furthermore, the Kruskal-Wallis H test results show that there is no

statistically significant difference in the average perception of social justice leadership among teachers with varying service backgrounds in their current institution. This implies that there is no discernible difference in how social justice leadership is seen depending on their length of service at the current organization.

The study also found a significant relationship ($p=0.000$) of 0.456 between social justice leadership and organizational commitment, suggesting that these two variables are related. Therefore, a moderately good correlation exists between organizational commitment and leadership for justice. Similar correlations between organizational justice and organizational commitment have been found in a large amount of research. For instance, studies by Colquitt et al. (2001) and Greenberg (1990) have repeatedly shown how much employees' commitment to the company is increased when they believe that leadership methods are fair and just. These studies show that workers are likelier to become more devoted to their company when they think their leaders are fair.

Moreover, the regression analysis results indicate that social justice leadership can predict organizational commitment and influence teachers' organizational commitment. Therefore, the linear regression model suggests that social justice leadership and its sub-dimensions, namely participation and support, positively and significantly impact teachers' organizational commitment. This indicates that teachers who perceive social justice within the organization, where managers and leaders facilitate fair conditions for member participation in organizational affairs and provide support, exhibit greater organizational commitment than those who lack this perception and are more likely to remain committed to the organization.

The findings of the present study indicate that social justice leadership significantly predicts organizational commitment among teachers, thereby corroborating the findings of previous research in organizational psychology as demonstrated by Rhoades and Eisenberger (2002) and Podsakoff et al. (2007), leadership styles that emphasize fairness and inclusiveness foster employees' commitment to their organization.

Furthermore, the study underscores the beneficial influence of particular aspects of social justice leadership, such as participation in decision-making

and leader support, following the tenets of organizational justice as postulated by Greenberg (1993) and Colquitt (2001).

Moreover, the research indicates that promoting perceptions of social justice can lead to higher teacher retention rates, consistent with findings by Allen and Meyer (1991) and Tett and Meyer (1993) on the role of organizational commitment in reducing turnover intentions and enhancing job satisfaction.

Consequently, it can be concluded that the most notable finding of this research is that the significant influence of social justice leadership on organizational commitment among teachers was underscored in this study. The study revealed that while male teachers exhibited a more pronounced comprehension of social justice leadership than their female counterparts, both genders perceived social justice leadership similarly. Moreover, educational attainment did not significantly differentiate perceptions of social justice leadership among teachers.

Notably, while teaching experience influenced teachers' perceptions of social justice leadership within the teaching profession, such perceptions remained consistent across different institutional contexts. Furthermore, the study confirmed a positive correlation between social justice leadership and organizational commitment, emphasizing the pivotal role of fair and inclusive leadership practices in enhancing employees' commitment to their organization.

Furthermore, regression analysis indicated that social justice leadership, particularly in participation and support, was a significant predictor and influence on teachers' organizational commitment. This suggests that social justice leadership fosters commitment and retention within educational settings.

Suggestions

Several factors, including sampling restrictions, geographical limitations, time constraints, data accessibility issues, and cultural and social constraints limited the research. These factors may have influenced the study's results. In light of these limitations and the study's findings, the following recommendations are proposed:

1. Develop organizational policies and strategies to promote social justice leadership in schools and enhance organizational commitment and educational quality.
2. Develop and implement comprehensive educational programs focusing on social justice leadership for school principals. These programs should include empathy, inclusion, justice, and ethical leadership.
3. Promote participatory decision-making processes that involve teachers at all levels of the institution. Create committees or working groups that allow teachers to formulate organizational policies and decisions.
4. Create a supportive school culture where teachers feel valued and supported by administrators. This can include regular check-ins, mentoring programs, and providing teachers with the necessary resources to succeed.
5. Ensure equal access to resources and opportunities for all students and teachers, regardless of their background or experience level.
6. Develop strategies to strengthen organizational commitment through aligning school policies with social justice leadership principles. This can include communicating the institution's commitment to justice and equity.
7. Implement awareness programs and cultural development initiatives to enhance understanding of social justice leadership. These programs may include workshops, training sessions, and tailoring educational content to meet the needs of teachers and administrators.
8. Conduct continuous evaluations and follow-ups after implementing programs and policies to improve social justice leadership. These evaluations aim to assess the effectiveness of policies and programs and identify areas needing modification or enhancement.
9. Conduct longitudinal research to gain a deeper understanding of the long-term effects of social justice leadership on organizational commitment, with periodic follow-ups.
10. Carry out similar studies in other regions in Afghanistan under different cultural and social conditions to enable comparisons of the impact of social justice leadership.

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